

- Describe the human characteristics of familiar places and the varied backgrounds of American citizens and residents in those places.
- Understand basic economic concepts and the role of individual choice in a free-market economy.

Mathematics

By the end of grade one, students understand and use the concept of ones and tens in the place value number system. Students add and subtract small numbers with ease. They measure with simple units and locate objects in space. They describe data and analyze and solve simple problems.

NUMBER SENSE

Students:

- Understand and use numbers up to 100.
- Demonstrate the meaning of addition and subtraction and use these operations to solve problems.
- Use estimation strategies in computation and problem solving that involve numbers that use the ones, tens, and hundreds places.

Algebra and Functions

- Students use number sentences with operational symbols and expressions to solve problems.

MEASUREMENT AND GEOMETR Y

Students:

- Use direct comparison and nonstandard units to describe the measurements of objects.

- Identify common geometric figures, classify them by common attributes, and describe their relative position or their location in space.

STATISTICS, DATA ANALYSIS, AND PROBABILITY

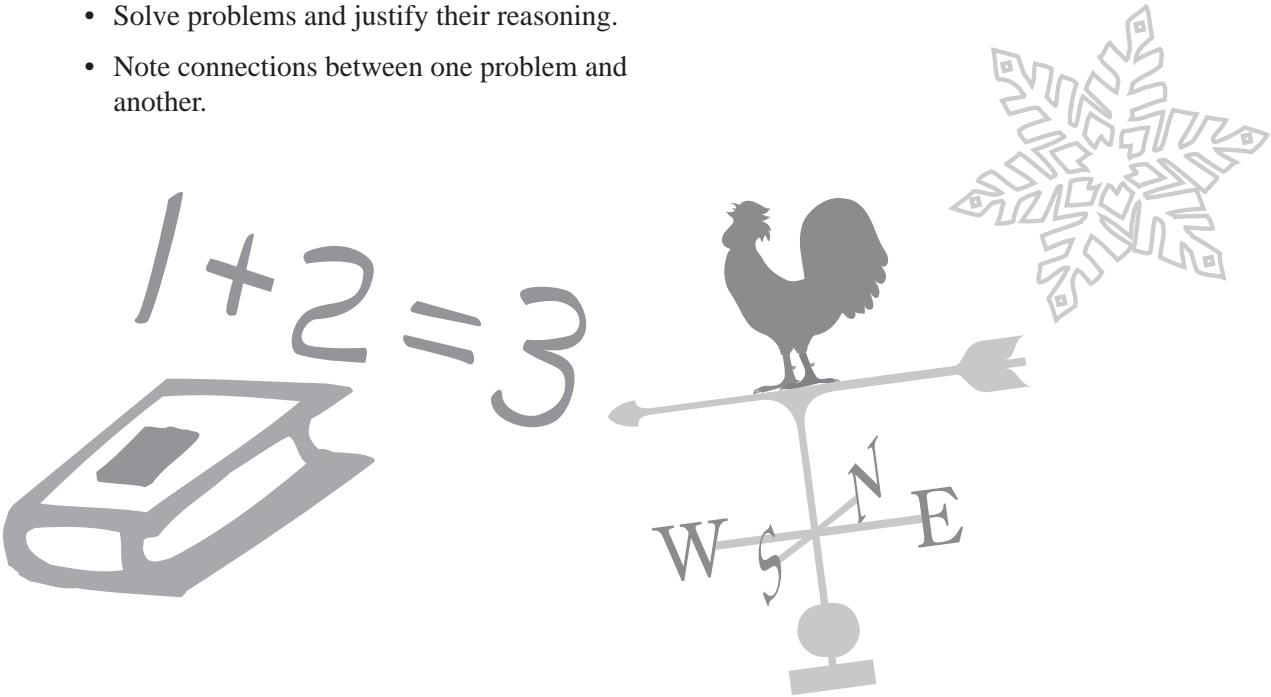
Students:

- Organize, represent, and compare data by category on simple graphs and charts.
- Sort objects and create and describe patterns by numbers, shapes, sizes, rhythms, or colors.

MATHEMATICAL REASONING

Students:

- Make decisions about how to set up a problem.
- Solve problems and justify their reasoning.
- Note connections between one problem and another.



Science

Physical Sciences

- Materials come in different forms (states): solids, liquids, and gases.

Life Sciences

- Plants and animals meet their needs in different ways.

Earth Sciences

- Weather can be observed, measured, and described.

Investigation and Experimentation

Scientific progress is made by asking meaningful questions and conducting careful investigations. To understand this concept and to address the content of the other three strands, students should develop their own questions and perform investigations.

GRADE ONE

The California Content Standards for Grade One

CALIFORNIA
DEPARTMENT
OF EDUCATION
2000

Dear Parent/Guardian,

Well-communicated standards provide you with the information you need to have a better understanding of what your child is to learn in a specific grade level and in a specific subject. Your knowledge of the standards will help you frame your questions for parent-teacher conferences and counselor conferences; select reading and writing materials for the home; and shape your visits to public libraries and other places of interest.

GRADE ONE

English–Language Arts

READING

Word Analysis, Fluency, and Systematic Vocabulary Development

- Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.

Reading Comprehension

- Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students. In addition to their regular school reading, by grade four, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade one, students begin to make progress toward this goal.

Literary Response and Analysis

- Students read and respond to a wide variety of significant works of children’s literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters). The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students.

WRITING

Writing Strategies

- Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the

audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).

Writing Applications (Genres and Their Characteristics)

- Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.

WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS

- Students write and speak with a command of standard English conventions appropriate to this grade level.

LISTENING AND SPEAKING

Listening and Speaking Strategies

- Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.

Speaking Applications (Genres and Their Characteristics)

- Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

History–Social Science

A CHILD’S PLACE IN TIME AND SP ACE

Students in grade one continue a more detailed treatment of the broad concepts of rights and responsibilities in the contemporary world. The classroom serves as a microcosm of society in which decisions are made with respect for individual responsibility, for other people, and for the rules by which we all must live: fair play, good sportsmanship, and respect for the rights and opinions of others. Students examine the geographic and economic aspects of life in their own neighborhoods and compare them to those of people long ago. Students explore the varied backgrounds of American citizens and learn about the symbols, icons, and songs that reflect our heritage.

Students:

- Describe the rights and individual responsibilities of citizenship.
- Compare and contrast the absolute and relative locations of people and places and describe the physical and/or human characteristics of places.
- Know and understand the symbols, icons, and traditions of the United States that provide continuity and a sense of community across time.
- Compare and contrast everyday life in different times and places around the world and recognize that some aspects of people, places, and things change over time while others stay the same.